AP List vs ENGL 111 Cheat Sheet

Generally Speaking:

**AP Literature:**

* The text IS the context and serves as the only point of analysis
* Emphasis on deeply understanding the text
* Generating and using particular terms focused explicitly on further literary analysis
* Highly structured
* Exam focused and structured; end point is the exam (rather than revision)
* Format is expected and (often) confined to compare/contrast

**In AP Literature (according to the College Board course description)** " the focus is on literary texts as objects of study, in which analysis focuses on the structure, style, themes and use of figurative language, imagery, symbolism and tone. A central focus of the course is on coverage of "recognized" literary texts from a range of periods and genres from the 16th to the 21st centuries, and on learning to "absorb" the works' "richness and meaning." "Ephemeral" and "popular" works and genres are explicitly excluded…. An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature..”

**ENGL 111**

* Broad and reflective engagement with texts (personal engagement as a popular option)
* Texts used as a means to discuss, understand, and practice the outcomes
* Secondary sources are present and provide larger context (political/social/historical) for the text, which influences and frames how a student writes about the text
* Literary texts may be used to generate issues and topics which then become the focus of assignments (rather than focusing all assignments on literary texts)
* Student writing makes its own claim and answers the “so what?” question (hence, the importance of including conversations about context)
* Writing moves beyond compare/contrast
* End point: emphasis on writing and revision throughout (as opposed to a final exam and timed write)

**Sample English 111 course description:** English 111 engages literature as a method of preparing students for college-level writing. However, to that end, during our class meetings we will engage with your own writing just as much, if not more so, than the literature we read. Our first sequence will focus on close-reading both Ralph Ellison’s Invisible Man and several critical responses to it as a means to carefully consider and practice writing skills such as style, genre awareness, rhetorical devices, analysis, argument, and intertextual conversation. Additionally, we will practice these writing skills by critiquing (and at times producing) satire, stand-up, visual and aural texts, and performance. Our second sequence will be composed of an in-depth research project based upon students’ own cultural interests related to themes inspired by Ellison’s text.